

Sarasota County Schools

Phillippi Shores Elementary School



2022-23 Schoolwide Improvement Plan

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Phillippi Shores Elementary School

4747 S TAMIAMI TRL, Sarasota, FL 34231

www.sarasotacountyschools.net/phillippi

Demographics

Principal: Holly Staley

Start Date for this Principal: 7/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (77%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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4747 S TAMIAMI TRL, Sarasota, FL 34231

www.sarasotacountyschools.net/phillippi

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The family of Phillippi Shores Elementary School strives to grow inward, outward, and upward as we inquire, think, communicate, and take creative risks.

Provide the school's vision statement.

Phillippi Shores Elementary School has a universal vision of continually improving the quality of learning opportunities for students. Students develop academically, emotionally, and physically to their highest potential in an environment that is stimulating, caring, and supportive. Constructed on a foundation of trust, respect, and high expectations, our students become knowledgeable, principled, caring, open-minded, and well-balanced. Family engagement is a shared responsibility. The collaborative effort of parents and staff encourages high quality instruction for all learners and enables each student to strive for excellence, to build a positive self-image, and to develop a love for learning.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Staley, Holly	Principal	The Principal of Phillippi Shores Elementary School serves as the instructional leader of the school, which includes creating a leadership team comprised of teachers representing each grade level and department within the school. The team meets twice a month to discuss academic and procedural topics, implement the SIP, and facilitate PBS/Rtl as a related, but distinct process for the Children At Risk in Education (CARE) eligibility determination process. Additionally, the principal provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing Rtl; ensures the implementation of intervention support and documentation to make sure adequate professional development is offered to support Rtl implementation; communicates with parents regarding school-based Rtl plans and activities, and oversees building operational decisions. The Principal also serves as the instructional leader for the administrative team which meets weekly to discuss academic and procedural topics related to the SIP, utilize the Sarasota County School Dashboard to analyze relevant school profile data for the purpose of problem analysis, review and revise Rtl infrastructure already established, analyze data in order to identify trends and groups in need of more intervention, and establish programs and support for students and staff.
Achille, Lisa	Assistant Principal	The Assistant Principal works directly with the principal to provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing Rtl; ensure implementation of intervention support and documentation to make sure adequate professional development is offered to support Rtl implementation; communicate with parents regarding school-based Rtl plans and activities, and oversee building operational decisions. The Assistant Principal also serves as an instructional leader on the administrative team, which meets weekly to discuss academic and procedural topics related to the SIP, utilize the Sarasota County School Dashboard to analyze relevant school profile data for the purpose of problem analysis, review and revise Rtl infrastructure already established, analyze data in order to identify trends and groups in need of more intervention, and establish programs and support for students and staff.
Trapani, Suzette	Other	
Light, Ashley	Teacher, K-12	General Education Teacher- represents fourth grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
Willis, Jennifer	Teacher, K-12	General Education Teacher- represents first grade: provides information about core instruction; participates in student data collection; provides Tier 1

Name	Position Title	Job Duties and Responsibilities
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instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).

Marsh, Jill	Teacher, K-12	General Education Teacher- represents first grade: provides information about core instruction; participates in student data collection; provides Tier 1 instruction and Tier 2/3 interventions; collaborates with other staff to implement Tier 2 interventions; integrates Tier 1 materials/instruction with Tier 2/3 activities. Additionally, the grade level leader serves as a case manager that has vast experience in the intervention process and support them in the research based lessons dependent on the level of student need (e.g. size of instructional group, duration of intervention, and length of sessions).
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Pitts, Danielle	Administrative Support	The ESE liaison serves on the School Leadership Team of Phillippi Shores IB World School and the Administrative Team. The Administrative Team meets weekly with the principal and assistant principal to discuss academic and procedural topics, implement the SIP plan, and facilitate PBS/RtI as a related, but distinct process from the Children At Risk in Education (CARE) eligibility determination process. Every member of the team has an equal voice and decisions are made through consensus and data driven decision making.
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Demographic Information

Principal start date

Wednesday 7/14/2021, Holly Staley

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

725

Identify the number of instructional staff who left the school during the 2021-22 school year.

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	118	105	117	137	117	131	0	0	0	0	0	0	0	725
Attendance below 90 percent	7	24	14	17	17	17	0	0	0	0	0	0	0	96
One or more suspensions	1	2	2	1	1	4	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	2	2	1	6	0	0	0	0	0	0	0	11
Course failure in Math	0	0	4	3	0	9	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	9	11	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	7	9	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	5	3	8	10	12	23	0	0	0	0	0	0	0	61

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	12	8	16	5	0	0	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/8/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	131	136	139	143	127	0	0	0	0	0	0	0	784
Attendance below 90 percent	1	12	14	10	14	15	0	0	0	0	0	0	0	66
One or more suspensions	1	1	1	0	3	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	11	9	15	9	0	0	0	0	0	0	0	0	0	44

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	1	2	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	9	13	2	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	131	136	139	143	127	0	0	0	0	0	0	0	784
Attendance below 90 percent	1	12	14	10	14	15	0	0	0	0	0	0	0	66
One or more suspensions	1	1	1	0	3	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	11	9	15	9	0	0	0	0	0	0	0	0	0	44

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Students with two or more indicators 0 0 1 0 1 2 0 0 0 0 0 0 0 4

The number of students identified as retainees:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year 3 9 13 2 0 0 0 0 0 0 0 0 0 27

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%	66%	56%				80%	68%	57%
ELA Learning Gains	70%						73%	62%	58%
ELA Lowest 25th Percentile	53%						56%	53%	53%
Math Achievement	80%	52%	50%				87%	73%	63%
Math Learning Gains	69%						90%	67%	62%
Math Lowest 25th Percentile	54%						79%	53%	51%
Science Achievement	66%	67%	59%				74%	65%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	83%	70%	13%	58%	25%
Cohort Comparison		0%				
04	2022					
	2019	81%	67%	14%	58%	23%
Cohort Comparison		-83%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	72%	68%	4%	56%	16%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	73%	9%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	85%	72%	13%	64%	21%
Cohort Comparison		-82%				
05	2022					
	2019	89%	70%	19%	60%	29%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	65%	9%	53%	21%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	46	49	38	48	47	35	22				
ELL	62	58	50	67	58	46	56				
BLK	48	66	61	46	59	59	21				
HSP	70	59	44	71	56	47	58				
MUL	86	80		93	80						
WHT	86	74	48	88	73	52	76				
FRL	64	63	55	66	59	51	47				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	48	46	33	54	52	38	32				
ELL	82	50		74	80						
BLK	32	39	30	36	59	60	21				
HSP	78	63	50	71	71		63				
MUL	71			76							
WHT	90	72	73	87	73	36	84				
FRL	69	61	50	65	67	65	60				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	49	37	65	76	64	48				
ELL	48	67	67	84	100						
BLK	46	64	57	53	68	50					
HSP	69	67	53	88	91	92	59				
MUL	84	71		89	100						
WHT	87	75	57	91	91	85	82				
FRL	67	64	52	78	83	72	57				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the previous data from the 2021-2022 school year, we saw a decrease from 80% to 78% in ELA Proficiency rates. Specifically, there was a decrease in grades 3 and 5 ELA proficiency scores and an increase in grade 4. The biggest drop was in grade 5 ELA from 82% to 77%.

For math, there was an overall increase in proficiency scores from 78% to 80%. In grade 3, proficiency increased from 78% to 85% and from 79% to 82% in grade 4. Grade 5 rates remained steady at 71%.

ELA learning gains have increased over the last year from 65% to 70% and Math have decreased from 70% to 69%. According to the previous year's data, math learning gains of the lowest 25% showed the greatest need for improvement and in 2022, there was an increase from 45% to 54%.

Student performance for those receiving free and reduced lunch decreased in ELA from 69 to 64. ELA learning gains increased for students in the bottom quartile from 50 to 55. In math, student performance increased slightly from 65 to 66, however, learning gains decreased from 67 to 59 and 65 to 51 for students in the bottom quartile.

In ELA, students with disabilities rates dropped from 48 to 46, with learning gains increasing by 5. In Math proficiency rates dropped from 54 to 48. Learning gains and gains for the bottom quartile also dropped significantly from 52 to 35 and in the bottom quartile from 38 to 22.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Grade 5 ELA and Science are areas in need of improvement. Other areas include learning gains for students with disabilities in math, learning gains in ELA and math for our ELL population. ELL student performance dropped in ELA and Math. Learning gains increased in ELA, but dropped significantly from 80 to 58 in Math. Hispanic student performance remained the same in Math and decreased in ELA from 73 to 70. Learning gains did not increase in ELA or Math for Hispanic students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors included teachers pulling math resources on their own and there was some lack of alignment. This year we have adopted a new math series, Reveal Math. This will improve alignment within and across grade levels.

New actions include, the addition of a third ESE Resource teacher this year, implementation of PENDA in grades 3-5 for Science, adoption of Reveal Math curriculum and the use of Dreambox in grades K-5.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains of the lowest 25th percentile showed the most improvement with an increase from 45% to 54%.

Grade 3 math proficiency rates increased from 78% to 85%. Grade 4 math proficiency rates increased from 79% to 82%.

Black student performance increased in both ELA and Math. Learning gains in ELA increased from 39 to 66 and learning gains of the bottom quartile from 30 to 61. Learning gains in Math for black students remained steady.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors included highly effective teaching, spiral review, mentoring, in class support from administration, Falcon Academy before/after school tutoring, participation of some teachers in the Numeracy Project, use of IXL and iReady. Continued implementation of the strategies and tools from the Instructional focus guide (IFG) also contributed. New actions include the implementation of Dreambox, McGraw Hill Reveal Math curriculum, PD in mathematical practices and new standards.

What strategies will need to be implemented in order to accelerate learning?

Explicit instruction

Small group instruction during the intervention block

Spiral review of math skills will be a part of every math lesson across grade levels.

Teachers will utilize the IFGs and new Math Reveal curriculum, align lessons to standards, continue formative assessment, and progress monitor all students.

Clear learning intentions and success criteria are shared/posted for lessons.

Math is departmentalized in grades 4-5.

Teachers will participate in district professional development opportunities related to closing the gap in ELA and mathematics.

We will continue to implement iReady, IXL Reading/Math, Penda, Dreambox, and Accelerated Reader in class.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities include MTSS/504 PD for interventions, district provided math PD on numeracy and the new Reveal math series, IB training, and Benchmark Advance PD on backward planning. Continued professional development on Professional Learning Communities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implementation of the PLC Process.

Structured intervention blocks in the schedule.

A third ESE resource teacher to provide small group instruction and support to students.

The ESOL liaison and ESOL aide provide small group instruction.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Early warning system indicators showed a significant increase in students with two or more indicators and suspensions. When students are not in school, learning rarely occurs. Therefore, decreasing the number of behavior incidents that result in suspensions, as well as increasing student/ family involvement to increase attendance and academic performance are vital to improving student learning.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, there will be a 2% reduction in the number of students who receive one or more suspensions and a 5% reduction in the number of students who have two or more early warning system indicators.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor behavioral referrals and utilize a reflection room, parent conferences, and restorative practices as alternatives to suspension when appropriate. Behavior and attendance data will be collected and reviewed regularly.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being

Phillippi Shores will continue to be a part of the Advancing Classroom Climate in Sarasota Schools (ACCISS), which provides a pathway for the district to to enhance and expand the implementation of PBIS and MTSS with fidelity resulting in an increase in the number of schools with an improved school climate. Additionally, CHAMPS: A Proactive and Positive Approach to Classroom, Character Strong, and Positive Behavioral Intervention and Supports (PBIS) will continue to be implemented in all areas of the Phillippi Shores Elementary campus.

implemented for this Area of Focus.

Rationale for

Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

The ACCISS grant has three major objectives that when implemented will result in a decrease in suspensions and students with two or more indicators. These include improving the MTSS/PBIS process by using a tiered approach to build the capacity of classroom teachers, and support staff including behavior specialist, counselors, social workers, school psychologists, ESE district and school-based liaisons to implement a sustained, school-wide multi tiered academic and behavioral framework, developing sustainability processes during implementation to ensure continued MTSS and PBIS implementation and student progress after the project ends, and partnering with the PBIS Technical Assistance Center to provide expert technical assistance related to implementing program activities. Additionally CHAMPS: A Proactive and Positive Approach to Classroom and PBIS have both shown that full implementation will reduce absenteeism, the number of office referrals that lead to suspension, and improve classroom/school climate.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Staff and the PBIS team will work closely with the ACCISS grant support team to increase PBIS training for the Phillippi team and implement strategies and tools provided.
2. With the grant, a full time support staff member will receive professional development as a behavior technician and will work with the school based behavior team, which includes an additional aide, school counselor, full time school based mental health therapist, and administrative team.
3. Behavior support team will meet weekly to review referral data, problem solve, and discuss interventions.
4. Incentive programs for catching students making positive choices and/or improving behavior (Falcon dollars, Cafeteria Voyage chart, IB STARR Awards, Student of the Month, and Bus Bucks)
5. Visibility and use of CHAMPS in every classroom and common areas on campus.
6. Continued use of restorative practices by classroom teachers, behavior specialist, and school counselor.
7. Implementation of Character Strong schoolwide.

Person

Responsible

Lisa Achille (lisa.achille@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the previous data from the 2021-2022 school year, we saw a decrease from 80% to 78% in ELA Proficiency rates. Specifically, there was a decrease in grades 3 and 5 ELA proficiency scores and an increase in grade 4. The biggest drop was in grade 5 ELA from 82% to 77%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, at least 82% of students will meet proficiency in ELA as measured by FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through analyzing progress monitoring data, iReady and FAST assessment data, and conducting literacy walk throughs to support teachers instruction.

Person responsible for monitoring outcome:

Holly Staley (holly.staley@sarasotacountyschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Explicit instruction involves teaching a specific skill or concept in a highly structured manner. During explicit instruction, the teacher clearly identifies the expectations for learning and provides the success criteria to provide students with exact expectations for performance.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Explicit instruction, clarity, learning intentions, and success criteria are high yield strategies as measured through John Hattie's work in Visible Learning, as well as Marzano's work in Classroom Instruction That Works. By providing students with clear expectations for learning, guess work, assumptions, and incorrect attempts at the content are decreased, and student opportunity for success and growth increase.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. ELA teachers will continue to participate in discussions focused on learning intentions, success criteria, small group instruction, and the ELA decision tree.
2. Teachers will implement strategies and tools from the Instructional Focus Guides (IFG).
3. Administrative team will mentor students in the lowest quartile in grades 4-5.
4. An intervention block has been added to the schedule at every grade level.
5. Continue to implement Benchmark, LLI, iReady, and Accelerated Reader in class.

6. Establish a literacy leadership team and conduct weekly walk throughs to monitor implementation of ELA best practices and provide support.

Person Responsible Holly Staley (holly.staley@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For math, there was an overall increase in proficiency scores from 78% to 80%. In grade 3, proficiency increased from 78% to 85% and from 79% to 82% in grade 4. Grade 5 rates remained steady at 71%. Therefore the focus on math improvement as measured by FAST must continue for both general education students and students with disabilities. Math learning gains have decreased from 70% to 69%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023 school year, at least 80% of students will demonstrate learning gains in math as measured by FAST. In addition we will see a 2% increase in overall math proficiency for all students in grades 3-5.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through analyzing progress monitoring data, iReady and FAST assessment data, conducting math walk throughs to support instructional practices.

Person responsible for monitoring outcome:

Holly Staley (holly.staley@sarasotacountyschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Explicit instruction involves teaching a specific skill or concept in a highly structured manner. During explicit instruction, the teacher clearly identifies the expectations for learning and provides the success criteria to provide students with exact expectations for performance.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Explicit instruction, clarity, learning intentions, and success criteria are high yield strategies as measured through John Hattie's work in Visible Learning, as well as Marzano's work in Classroom Instruction That Works. By providing students with clear expectations for learning, guess work, assumptions, and incorrect attempts at the content are decreased, and student opportunity for success and growth increase.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Spiral review of math skills will be a part of every lesson.
2. Teachers will utilize Reveal Math, align lessons to standards, continue formative assessment, and progress monitoring for all students.
3. Administrative team will mentor students in the lowest quartile in grades 4-5.
4. Clear learning intentions and success criteria are shared/ posted for lessons.

5. Math is departmentalized for grades 4 & 5.

6. Math walkthroughs will be conducted to monitor instructional practices and provide support.

Person Responsible Holly Staley (holly.staley@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Grade 5 Science proficiency rates dropped from 73% to 66%.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

80% of students will meet proficiency in Grade 5 Science.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Science benchmark data and classroom observations will be used to monitor.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Explicit instruction involves teaching a specific skill or concept in a highly structured manner. During explicit instruction, the teacher clearly identifies the expectations for learning and provides the success criteria to provide students with exact expectations for performance.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Explicit instruction, clarity, learning intentions, and success criteria are high yield strategies as measured through John Hattie's work in Visible Learning, as well as Marzano's work in Classroom Instruction That Works. By providing students with clear expectations for learning, guess work, assumptions, and incorrect attempts at the content are decreased, and student opportunity for success and growth increase.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will continue to implement the district adopted science curriculum and meet weekly in CPT meetings for instructional planning, curriculum development, and evaluation.
2. Clear learning intentions and success criteria are shared/posted for lessons.
3. All students will attend STEM on the specials wheel for additional concept reinforcement and lab work.
4. Fifth grade students are departmentalized.

5. PENDA is being implemented in grades 3-5.

6. Science benchmark data will be reviewed and high priority standards will be identified.

Person Responsible Lisa Achille (lisa.achille@sarasotacountyschools.net)

#5. Positive Culture and Environment specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

To increase proficiency and learning gains in all areas, professional learning communities will be implemented.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All grade level teams will use common planning time to analyze data, determine student needs, and plan instruction accordingly.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

PLCs will be monitored by members of the guiding coalition and team leaders. Notes from each meeting will be recorded and submitted to the admin team. The instructional facilitator will attend common planning time and be a member of each grade level PLC.

Person responsible for monitoring outcome:

Suzette Trapani (suzette.trapani@sarasotacountyschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Data Driven Decision Making using the PLC Process
 The fundamental purpose of the school is to ensure high levels of learning for all students.
 This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:
 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
 4) What will we do if they already know it?

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Build a COLLABORATIVE CULTURE
 • No school can help all students achieve at high levels if teachers work in isolation.
 • Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
 Focus on Results
 • PLCs measure their effectiveness on the basis of results rather than intentions.
 • All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
 • All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Classroom teachers will

- Assess the needs, strengths, progress, and performance of students
- Develop and revise classroom instruction
- Understand professional strengths and weaknesses

Administrators will:

- Assess the needs, strengths, progress, and performance of staff and students
- Develop and revise school plans, targets, and goals
- Monitor the implementation and impact of school practices, programs, and policies
- Assessing the need

Person Responsible

Holly Staley (holly.staley@sarasotacountyschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The staff of Phillippi Shores IB World School believes in a positive school culture and environment for students, staff, parents, and all stakeholders. We strive to Be Respectful, Be Responsible, and Be an IB Starr through our IB traits and attitudes. With students this means that as a school we recognize each other for what we each bring to the school. This is done through IB Starrs, Student of the Month, Falcon Dollars, and schoolwide recognition celebrations. Additionally, we provide after school clubs, morning computer lab, and designated intervention time. Parents are provided school newsletters throughout the year and have access to our Facebook and Instagram pages to see all of the great activities and learning happening at Phillippi. Our community stakeholders are invited to be a part of our schoolwide activities, including Jump for a Cause, Jog-a-thon, and PTO events. The school webpage and social media platforms, which are continually updated, invite everyone to be a part of the Phillippi IB World School family. Phillippi Shores strives to continue to develop strong connections with our students, families, and community stakeholders.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Phillippi Shores Elementary provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their own children at convenient, flexible times such as mornings and evenings as well as at home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (ZOOM, Teams, etc.) promote

participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request. The plan is available in English and other languages (if requested).

Parents and families are regularly invited to attend Phillippi Shores School Advisory Council to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Phillippi responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parent comments.